



**USAID** | **SENEGAL**  
DU PEUPLE AMERICAIN

# RESEARCH PLAN

## USAID/ALL CHILDREN READING

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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## ACRONYMS

AT-PNLSen	Assistance Technique au Programme National de Lecture Sénégal
DEE	Direction de l'Enseignement Élémentaire
INEADE	Institut National d'Etude et d'Action Du Développement de l'Education
IQS	Indefinite Quantity Subcontract
MEN	Ministère de l'Education Nationale
PALME	Partenariat de l'Amélioration de la Lecture et des Mathématiques à l'Elémentaire

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# I. INTRODUCTION

The USAID/All Children Reading (USAID/ACR) Activity in Senegal, temporarily known in French as the program of *Assistance Technique au Programme National de la Lecture* (AT-PNLSen), is funded by USAID and implemented by Chemonics International and its consortium of partners in support of the Senegalese National Reading Program led by the *Ministère de l'Éducation Nationale* (MEN). AT-PNLSen runs through July 10, 2021 and aims to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal: early grade reading instruction in public primary schools and *daaras*, improved, delivery systems for early grade reading instruction improved, and parent and community engagement in early grade reading improved.

The government of Senegal and MEN is launching the National Reading Program in the context of nation-wide bilingual reforms that, per the latest research on what works, will use national languages to teach all Senegalese children to read and aid the transfer to reading in French. To match the goals of the National Program, AT-PNLSen has set an ambitious target in support of the government's agenda: 70 percent of Grade 2 students to be reading at grade level by the end of the 2020/2021 school year. This is particularly ambitious when considering only 13 percent of Grade 3 students tested in an early grade reading assessment in 2010 read at a second grade level.<sup>1</sup>

AT-PNLSen's success will depend not only on the ability to mobilize technical expertise but also to navigate the complex socio-economic, cultural, and political dynamics that shape education policies and practices. This complex environment necessitates a change process for which there are no easy, nor predetermined, solutions. The international evidence base on emergent and early grade reading has grown over the past decade, and this research base offers direction to stakeholders. AT-PNLSen proposes to support the MEN to use this evidence base and, at the same time, leverage local assets for production and dissemination of research to identify solutions tailored to the Senegalese context.

This draft Research Plan outlines a comprehensive approach to plan, design, and conduct the studies supported by the AT-PNLSen initiative. The final Research Plan will be fully reviewed and vetted in collaboration with the MEN and other actors, and the research commissioned will inform and advance the policy, program design and capacity strengthening needed to get all children reading in Senegal. The Research Plan describes the purpose and framework for the research to be conducted with AT-PNLSen's support, the guiding principles and a framework for a collaborative approach for overseeing and monitoring the Research Plan and studies, the overarching research agenda through July 2021, and the mechanism to commission research. Illustrative approaches to disseminate and use study findings conclude the document.

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<sup>1</sup> The 2010 Early Grade Reading Assessment financed by the William and Flora Hewlett Foundation found that 87% of those tested could not read at what would be considered a second grade level by international standards: 50 words or better per minute. For this assessment, third graders were tested using a second-grade level test. Source: Pouezevara, S., Sock, M., and Ndiaye, A., 2010. *Evaluation des Compétences Fondamentales en Lecture au Sénégal, 2010*. Washington: RTI International, 2010. Printed and accessed on: 30 July, 2015.



## 2. PURPOSE AND FRAMEWORK FOR RESEARCH

### A. Purpose

The research studies supported by AT-PNLSen aim to serve the systemic policy and practice needs of the National Reading Program to help ensure its success, particularly in the context of the new bilingual reforms.<sup>2</sup> Localized research can generate data to help bridge the knowledge-practice gap. The findings from localized research provides a platform upon which policy makers and practitioners can make informed decisions on policies; design, replication and scaling up of promising practices; and spending on limited resources, achieving greater impact at lower costs.

The commissioned research will primarily be use-oriented research that attends to the needs of the Senegalese education system and is supportive of the government's efforts to translate research findings into policy and practice. Findings from the research will be used to:

- Develop and improve policy;
- Improve curricula on reading, teaching practices and educational materials;
- Foster the development of an educational system that is more inclusive and responsive to students with differing needs and circumstances;
- Highlight the importance of a reading agenda; and
- Contribute to the international evidence base on early grade reading.

A research-policy-practice matrix, provided as Annex A to this plan, clearly presents the linkages between each proposed research study, the policies or guidelines which the study would inform, and the implications for early grade reading programming policy and practice. For example, the findings from a proposed study on inclusive instruction can inform policies and guidelines on this subject. These policies and guidelines on inclusive instruction can then inform the development of teacher, coach and supervisor training and professional development plans and the materials to support program activities in this area.

### B. Framework

USAID has identified five goals in its approach to improve reading and literacy outcomes, known as the “5 Ts”. The “5 Ts” comprise the following:

1. More time devoted to teaching reading
2. Better techniques for teaching reading
3. More texts in the hands of children
4. Teaching children in the mother tongue (a language children speak and understand)
5. Testing students reading progress (Bender, 2012).

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<sup>2</sup> Design of new program activities as well the refinement, adaptation and introduction of course corrections during implementation are examples of the practice-related needs.

We propose to use the “5 Ts” to serve as the guiding framework for studies conducted with the support of AT-PNLSen. Likely areas of study for the Senegalese context include:

- **Tongue:** National languages of instruction, e.g., determining the common “language of the playground” for students, capturing students’ preference of language in which they are competent, as well as teachers’ mastery of national languages to be used for instruction in those school-communities
- **Time:** Instructional and practice time for reading, e.g., numbers of minutes in the school day dedicated to and used for reading instruction and teacher attendance
- **Test:** Assessment of reading, e.g., review of recent Early Grade Reading Assessments and other experiences evaluating students’ reading in the early grades in national languages
- **Teaching,** e.g., coaching and supervision of teachers as well as teachers’ attitudes, practices, motivations, and skills related to early grade reading
- **Texts:** Textbooks and other reading materials, e.g., availability, accessibility and appropriateness of materials for use in classrooms and the status of the local publishing industry as well as student use of textbooks in the classroom and in the home

A group convened by the MEN/INEADE and supported by AT-PNLSen will review this framework annually with respect to policy and practice needs and determine which among these and/or other salient themes warrant attention. An example of a salient, cross-cutting theme is the important role that parental community and parental engagement plays in AT-PNLSen. Evidence could be built in the following areas: parental and community engagement family models for early grade reading that include specific approaches with older siblings and youth; a comprehensive model of community/parental engagement and understanding the role of community engagement vs. parental engagement in reading outcomes for testing/scaling up during AT-PNLSen’s scale-up phases.

### C. Types of Research

The design, or types, of research studies supported by AT-PNLSen will reflect the use-oriented nature of the research aims. The types of studies will include:

- **Situation analyses,** such as analyses of the local publishing industry and the book transport system, will inform project planning and design.
- **Screening assessments,** such as teachers’ attitudes, knowledge and skills about early grade reading and students’ mastery of reading in the language of instruction in their schools.
- **Field studies** on particularly new or innovative components of early grade reading programming, such as coaching, parental and community engagement, and remediation. They can offer a window into what is working in the implementation of these components, what does not work, and what is realistic to move forward, as well as advance the evidence base on models of coaching, teacher motivation, parental and community engagement, remediation and more.

Future research aims and questions might require alternative research designs.



### 3. GUIDING PRINCIPLES AND FRAMEWORKS FOR THE COLLABORATIVE APPROACH

#### A. Principles Guiding the AT-PNLSen Approach to Supporting Research for Reading

AT-PNLSen follows a set of guiding principles that provide a broad framework for its approach to supporting the MEN with the National Reading Program generally. We also have considered guiding principles specifically for the research that AT-PNLSen will support. First and foremost is that technical leadership rests with the MEN. The others we propose to review after the formation of a group to guide and oversee the research agenda will likely include:

- Applying international, evidence based best practices and standards for research;
- Building on existing early grade reading programs and materials that have shown results;
- Building on prior USAID investments in the education sector and cross-cutting initiatives; and
- Planning for and facilitating sustainable technical professional development and institutional capacity-building, to strengthen local institutions' capacity to plan, conduct and expand research on reading instruction.

#### B. Framework for a Collaborative Approach to Research

The MEN is currently moving forward with plans to establish, by decree of the Secretary General, an *Equipe Technique Nationale* for reading that would be the Ministry's main entity driving the National Reading Program. Eventually, it is planned that this *Equipe Technique Nationale* will sit under an inter-ministerial *Commission Nationale de la Lecture Scolaire*. Even before establishment of this *Commission*, however, the MEN intends for the *Equipe Technique* to break into several subcommittees, which align with the different Outcomes and Outputs of the AT-PNLSen. This includes a Research Subcommittee to guide and oversee research related to reading. AT-PNLSen proposes to support the early formation of the Research Subcommittee while the processes to establish the *Equipe Technique Nationale* and *Commission Nationale de la Lecture* is underway. INEADE has been designated by the MEN to take leadership of the subcommittee.

AT-PNLSen will work with INEADE and the MEN to develop a terms of reference, defining the composition, roles, and responsibilities of the research subcommittee. An illustrative terms of reference for the Research Subcommittee is presented in Annex C. Through this process, AT-PNLSen will work with INEADE and the MEN to determine the composition of the membership of the subcommittee. As envisioned, this Research Subcommittee will bring together representatives from government agencies and university faculties with expertise in research on reading, teacher education and other related fields. It will be facilitated by the group coordinator, appointed by INEADE with concurrence from MEN. AT-PNLSen's Research Coordinator is proposed to be a member of this group, with the attendance of the Senior Systems Strengthening

Specialist (Outcome 2 lead), Chief of Party, Senior Reading Specialist and/or other AT-PNLSen experts on an as-needed basis.

Each year, we envision that this Research Subcommittee will be tasked with facilitating the development of and the validation of an annual research agenda on reading in light of policy and practice needs. We propose that the Research Subcommittee appoint a single focal person to lead the work on developing the agenda each year, with whom AT-PNLSen would work directly on this and all matters related to research for reading, in the name of the Subcommittee. (The proposed process to develop a research agenda is described in the next section of this Plan.) AT-PNLSen's Research Coordinator and short-term research experts will assist INEADE and DEE to validate the research agenda at forums and workshops involving AT-PNLSen partners, research institutions, national/regional MEN representatives, and other agencies working on early grade reading.

After validation of the research agenda, we propose that the Research Subcommittee will appoint one focal person per study, with the relevant expertise, with whom AT-PNLSen will work to commission the study, approve the study design, monitor progress and validate study findings and its report. This focal person would also serve as the link to the policy work on this topic (under Output 2.4 of AT-PNLSen's results framework).

The AT-PNLSen team estimates that highest priority in Year 1 are studies requiring baseline data and one-off studies designed to inform early decision-making for interventions and policy under the National Reading Program. One to three research studies will be commissioned through AT-PNLSen in subsequent years to address new issues, following the validation of a new research agenda for each year. AT-PNLSen will assist the MEN to commission some studies while other institutions and donors might choose to commission or independently conduct others. (See Annex B for the Research – Policy – Practice timeline.) AT-PNLSen will also coordinate with the resources and framework of the assistance to research provided to the MEN under their government-to-government agreement with USAID for reading.

To make best use of the full range of expertise and resources within AT-PNLSen, the Research Coordinator will coordinate inputs from the different subject-matter and research experts within the AT-PNLSen team. For instance, AT-PNLSen will assign one of its experts to serve as the research advisor, and potentially co-principal investigator, for each of the studies commissioned.

### **C. Process for Developing the Research Agenda**

AT-PNLSen's research specialists will provide support to INEADE and DEE in developing an annual research agenda that prioritizes topics for research to be conducted during the year on early grade reading in order to respond to systemic questions and needs in the field. These annual agendas will update the synthesis of recent research related to emergent and early grade reading in Senegal and the region, mapping out what is available, identifying gaps and updating the research questions to integrate into studies supported by AT-PNLSen, and establishing the list of studies that will be conducted in the coming year. In developing a research agenda, AT-PNLSen intends to capitalize on prior research related to reading, notably PALME's action research, and other current and future research initiatives, including those under the G2G project.

The Research Coordinator and reading subject-matter and research experts will assist MEN/INEADE to fully develop and validate the annual research agenda at a workshop involving key national and regional MEN actors; research institutions, firms, associations and resource people; relevant national and international NGOs; and other technical and financial partners working on early grade reading. Facilitators from the proposed Research Subcommittee of the anticipated *Equipe Technique Nationale*, supported by AT-PNLSen will use the research-policy-practice agenda, highlighting the linkages among these three areas, for stakeholders to determine priorities in these forums. Throughout this work, AT-PNLSen will also focus on helping the MEN and the Research Subcommittee to strengthen coordination among the research community and ties between the research, policy, and practice communities, particularly by distribution of results. We will also assist the MEN and INEADE, along with select other research entities in Senegal and potentially elsewhere in West Africa, to contribute study results and evidence to the broader global community of practice around early grade reading, as presenting findings of research conducted in Senegal could help inform reading program development in other country contexts.

International/regional research specialists will work in partnership with Senegalese researchers and research institutions of higher education to co-design, conduct research, and analyze results. AT-PNLSen will provide on-the-job strengthening via our approach of twinning Senegalese principal investigators with AT-PNLSen technical advisors on research studies requiring specific expertise. This is intended to be a mutually supportive and beneficial experience, leading to increased technical capacity in technical issues; research methodologies, writing, and dissemination; and application of research for policy.

#### **D. Mechanism to Commission and Oversee Research**

We propose to commission the majority of the research work directly supported by AT-PNLSen from national research institutions, organizations and firms using an indefinite quantity subcontract (IQS) mechanism throughout the life of the project. The IQS mechanism will enable us to pre-approve a shortlist of qualified groups and release Requests for Proposals for each research task to this pre-identified group. This mechanism enables quick tendering while also using competition to encourage best value. We intend to use international/regional research specialists to work with Senegalese research institutions to co-design, conduct, analyze, and follow-up on results and strengthen capacity in all aspects of the work. This model will also serve to strengthen research capacity of these actors, particularly with regard to reading. Each task order and product will be reviewed by the focal point assigned by the Research Subcommittee and AT-PNLSen.

Before deciding to commission out a study, AT-PNLSen will first consider if it has sufficient technical expertise and availability within the consortium (as staffed by national personnel and consultants as well as international technical assistants) to conduct the study directly with MEN counterparts without needing to bid out the work, such as in the case potentially of the socio-linguistic mapping of school-communities. Similarly, for each study on the research agenda, AT-PNLSen can first review with the MEN whether the INEADE has the in-house capacity to conduct the given study within the timeline and quality criteria required, and if so, whether it would be

possible for the INEADE to conduct the study themselves with USAID G2G support or other funding rather than commissioning the work from a third party.

The process to commission, conduct, analyze and disseminate research will involve the following stages:

1. Develop, review and release a Request for Task Order Proposal
2. Evaluate task order bids and selection of research implementer
3. Develop, review and approve a Study Protocol/terms of reference
4. Collect and analyze data
5. Prepare report with brief for policy recommendations
6. Validate report findings and review policy recommendations
7. Disseminate or link to practice

Annex D presents the core activities to support the preparatory stages for the commissioning of research and these seven stages as they would be carried out Year 1 and integrated into the Year 1 work plan.

## 4. STRATEGY FOR DISSEMINATION OF RESEARCH AND USE OF FINDINGS

We propose that representatives of the Research Subcommittee, in coordination with MEN actors and other resource people working on policy (anticipated to be organized as members of Policy/Regulatory Framework Subcommittee to also be established under the *Equipe Technique Nationale* and, realistically, may include some of the same people as the Research Subcommittee), take the lead in the dissemination of the research findings for their eventual application/use. Those findings that will feed directly into policy/regulatory considerations will be treated by the policy work of the supported by the AT-PNLSen Output 2.4 Policy Coordinator (under the Policy/Regulatory Framework Subcommittee once established); other findings directly informing curriculum, materials and/or training will be channeled to the Subcommittee for *Modèle Harmonisé pour la Lecture*. The aim of the dissemination strategy is to maximize the transfer of research results to policy, service delivery, and improved quality of instruction. We propose that MEN focal points assigned to research have the requisite expertise to make the linkages with policy and practice and have a stake in dissemination and use of the research results.

AT-PNLSen can support the MEN in disseminating the research results among government institutions, to the wider education community, including institutions of higher education, local and international donors and NGOs in the sector, and, as a contribution to the evidence base on reading, to entities like the Global Reading Network.

Members assigned by the MEN can coordinate the assessment, synthesis and presentation of findings for validation at roundtables and workshops. Dissemination is proposed to be multi-faceted. Where appropriate, AT-PNLSen will support the MEN to use mass communication strategies, along with other modes of dissemination targeted to reach the end users. The National Research Working Group will select strategies and dissemination channels based on preference, needs, values, cultures, and absorptive capacity of the targeted audiences. Potential dissemination channels include:

- Study reports
- Roundtable and policy dialogue
- Policy briefs with options to inform policy, program design, and delivery
- Integration of research findings into training guides and other materials; and
- Presentation at conferences
- Blogs on the website of the MEN and of the research actors who conducted the study, and other websites regionally and internationally promoting research dissemination

Research findings will also continuously inform program implementation. Task orders and subsequent ToR for individual studies will focus on operational and applied research set-ups. Awardees will be asked, in the final report, to submit recommendations for the use of the research findings in policy development and practice. These recommendations will be used by AT-PNLSen to inform regular adaptation in program delivery. Potential external audiences will include policy makers, practitioners, professional opinion leaders, and university faculty, researchers, communities and parents. Changes in practice occur at the organizational and individual levels. AT-PNLSen will seek out change champions in organizations and others with an interest to adopt and assess practices based on research findings.

## REFERENCES

Bender, P. (2012). *Education Week 2012: Reading Improves with the “5 Ts”*. <https://blog.usaid.gov/2012/11/education-week-2012-reading-improves-with-the-5-ts/> accessed on December 21, 2016.

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## Annex A: AT-PLNSen Research, Policy, and Practice Matrix

5 Ts	RESEARCH (Output 2.3)	POLICY (Output 2.4)	PRACTICE (Outcomes 1 and 3)
TONGUE	School-based language mapping study – language in common with Grades 1 to 3 students; teachers' language ability [2.3]; and common/consensus language for each school to be conducted with community members in each school-community. [C.1.3.2, p.11]	Language of instruction (LOI) policy for early reading [2.4]: language of choice in schools; teacher assignment (deployment and stability)	Consensus on language of instruction in program schools plus alignment with teacher language ability in program schools as first application of MEN language policy [C.1.3.2, p. 11]
	Students' oral vocabulary mastery in French: study of students' actual oral French level at school entry and in the early grades [2.3]	French LOI introduction policy and guidelines [2.4] oral French curriculum before French reading instruction begins	Application of policy and guidelines for the MEN's development of reading materials and instructional routines for learning to read in French as L2 [2.4]
	Thresholds in reading acquisition in Senegalese languages (L1): Study of the moment at which student progression in the acquisition of reading skills in L1 leads to much more efficient acquisition of reading in L2 [2.3]	French LOI introduction policy and guidelines on when French is to be introduced into curriculum in written form [2.4]	Application of policy and guidelines for the MEN's development of materials and instructional routines for learning to read in French as L2; determine how much time can be used in the school day to focus on L1 reading before L2 reading is introduced.
	Teachers' mastery of French and of the relevant Senegalese language(s) in which they will be teaching [2.3]	Teacher assignment (deployment and stability) policy for the early grades [2.4], as well as to further inform teacher training guidelines (referentiels)	Cross-check teachers' self-identified Senegalese language ability and further understand their levels and possible training needs for reading and teaching in both French and national languages
	Teacher attitudes, practices, and skills in EGR instruction: Baseline study [2.3]	Pre-service and in-service teacher training policy for early grade reading specifying the types of content ("referentiel" and guidelines) and numbers of hours this training should incorporate [2.4]; detailed guidelines for teacher training materials and training program	Application of the guidelines in the development of the instructional materials for teaching reading in the classroom and corresponding teacher training, coaching, and supervision materials. Possible development of reading instruction teacher standards/updating of teachers performance contracts ("contrats de qualite")

TEXT	Remediation activities: study of need, targeting, and effectiveness of remedial reading instruction for at-risk students [2.3], based on previous PALME and USAID/EPQ experience and current UNICEF and other initiatives	Remedial instruction in reading for at-risk students - policy and guidelines	Application of these guidelines/lessons learned for support to targeted, cost-effective remedial instruction under this program as attempt to help the MEN and its NGO partners further hone this practice at scale
	Coaching system: Baseline study of recent experiences with teacher coaching/mentoring, especially for reading instruction, and of existing or possible systems and resources to support a sustainable coaching system in Senegal at least for reading instruction, using a framework of promising practices from the international evidence base; cost-effectiveness study testing two or more possible models	Development of policy/guidelines for the establishment of job descriptions and a system for (re)training, hiring, remunerating, logistics, equipping, training, and supporting teacher coaches in Senegal (at least to support reading instruction)	Application of these guidelines in the program's target zones as initial implementation/testing of this policy in Senegal. In order to implement the required tasks and achieve the expected results under 1.3, initial work with teacher coaches will likely need to begin prior to the establishment of coaching policy, and will serve as basis for initial testing of one or more coaching models before policy is adopted
	Study on the costs of book production and book transportation [2.4] book management at the school level, and study of current MEN book supply budgeting, procurement, distribution, and auditing procedures	Updated procedures and practices on budget preparation and execution for supplying learning resources to early grades, and updated procedures on the procurement and dispatching of early grade texts [2.4]	Capacity strengthening to apply new guidelines and procedures on budget preparation, procurement, distribution, and auditing of early grade texts and other materials (teacher, coaching, and supervision) [linked to 1.1, 1.2, 1.3 and as relates to capacity strengthening, 2.5]
	Study of local publishing industry and local writing community capacity to produce reading texts, with a focus on supplemental leveled readers, coupled with a study of existing and potential market demand for such texts.	Updated guidelines for MOE procurement of supplemental student texts, and for approving use of supplemental texts in classrooms procured by NGOs and the private sector	Use of study findings to design and implement program assistance to the local publishing industry and writing community for the development of reading texts beyond the minimum core materials (60 titles/grade) that will be developed directly by the program. Use of small amount of catalytic funding from the program to procure some additional texts from the private sector in the national languages targeted by the program for use in school-communities in the target zones. [1.1]



TEACHING	Teacher mobility study [2.3]	Teacher assignment (deployment and stability) policy for the early grades [2.4]	Review of actual teacher assignment and mobility reality in target schools
	Inclusive instruction study: research on incidence of apparent visual processing, auditory processing, or cognitive impairments that could impede the development of strong reading skills [2.3]	Inclusive instruction for reading policies/guidelines	Student and teacher material development, teacher, coach, and supervisor training and professional development plans incorporating strategies to better reach and teach students with disabilities

TIME	Time on task in early grade reading instruction: part of the baseline study of teacher attitudes, practices, and skills in EGR instruction [2.3]	Time allocation policy for reading instruction: official set amount of time in each school day during which each early grade learner should benefit from reading instruction (as distinct from "language" or any other type of instruction) [2.4]	Use of this allocation for the design and implementation of the scope and sequence and corresponding student and teacher materials to be used for the new consolidated reading program
	Study of teacher attendance at school using existing data [2.4] and sample of schools for primary data collection	Updated/revised policies relevant to teacher absenteeism (in the early grades) [2.4]	Support to development/improvement of systems to monitoring and enforce this policy, with support to implementation of these systems for testing and demonstration purposes in the program's target zones [link to 1.3 & 3.4]
	Study on how many days of instruction are lost during the school year on average due to strikes, examination periods, and other disturbances	Revision/development of policy or guidelines on contingency and strategies to reduce impact on student learning	Application of guidelines in program's target zones, plus use of study findings to build in contingencies and consideration of "true" average number of instruction days as part of the scope and sequence for the new reading program.
TEST	Review of recent EGRA results and other experiences evaluating students' oral reading fluency in early grades in national languages, and any assessments of silent reading comprehension in the upper grades [2.4]	Updated and revised national and regional testing and evaluation policies in early grade reading [2.4]	Application of these updated testing and evaluation policies as part of support to improving assessment [1.4] and as part of capacity strengthening to the MEN and other key actors related to assessment and monitoring and evaluation systems [links to 2.5]

Rows in bold refer to Research Outputs (2.3)	ANNEX B. RESEARCH AND POLICY PLAN TIMELINE																									
Rows in italics refer to Policy Outputs (2.4)																										
This color represents research deadline goals.																										
This color represents policy response to research.																										
This color represents policy adoption/refinement.																										
*Contractually mandated studies by USAID	YEAR 1										YEAR 2				YEAR 3				YEAR 4				YEAR 5			
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1. School based language mapping (year 1 only) – language in common among Grades 1 to 3 students*			Study Results																							
Use data on languages spoken in common among students in Grade 1, 2, and 3 to support the MEN in developing guidelines on language choice for reading instruction								Policy Test							Policy Adoption											
2. Teachers' mastery of French and of the relevant Senegalese national language(s) in which they will be teaching (year 1 only)*			Study Results																							
Use the data on teachers' language abilities and training for primary grade instruction, and on teacher mobility, to inform program implementation (including on teacher training guidelines–referentiels) & support MEN in revising policies related to teacher assignment (deployment and stability) to the early grades.								Policy Test							Review data & refine policy											
3. Study on how many days of instruction are lost due to strikes, exam periods and other disturbances			Baseline Study									Annual Study Results			Annual Study Results			Annual Study Results								
Revision/development of policy or guidelines on contingency and strategies to reduce impact on student learning.											Policy Test				Policy Refinement											
4. Teachers' attitudes, practices, and skills in EGR instruction + time on task in early grade reading instruction*			Baseline Study																							
Use the data on time-on-task to support the MEN in developing a policy on the amount of time, daily, during which early grade learners should benefit from reading instruction.											Ongoing via M-coach				Ongoing via M-coach			Ongoing via M-coach			Ongoing via M-coach					
Use the data on teacher practices to support the MEN in developing a policy for both pre- and in-service training on EGR, specifying the types of content and numbers of training hours; detailed guidelines for teacher training materials and training program.											Teacher Standard Tests			Review data & refine policy												
5. Teacher attendance at school using existing data + same for primary data collection (baseline and ongoing)			Baseline Study																							
Use data on teachers' attendance to support the MEN in updating and/or revising policies relevant to teacher absenteeism (in early grades)					Response to baseline data						Ongoing via M-coach			Ongoing via M-coach			Ongoing via M-coach			Ongoing via M-coach						
6. Review of recent EGRA results and other experiences evaluating oral fluency in national languages in early grades and silent reading comprehension in upper grades (baseline)					Baseline Study										Midterm							Final				

[illegible]

[illegible]

## ANNEX C: ILLUSTRATIVE TERMS OF REFERENCE FOR A RESEARCH SUBCOMMITTEE ON READING

Duration: Minimum 5 years

Purpose and expected results, deliverables:

- Provide leadership on research on reading education in Senegal
- Facilitate the development of and validate an annual research agenda on reading
- Monitor and assess progress of research studies and advise on challenges as they arise
- Advise on the dissemination and application of the research studies in policy making and educational practice

Governance:

- Membership, approximate size of group, desired qualifications:

*Organizational Membership: Membership will be at an organizational level. Each Ministry, university or other organizational member should designate one staff member to represent the organization. Members should reside in Senegal.*

*Size: dependent on number of Ministry, university and other departments and agencies which the MEN would like involved.*

*Member Qualifications: include research experience and, ideally, organizational responsibility to use or apply findings from research conducted under the auspices of the research working group.*

- Member roles: individual members, convener/chair/co-chair, responsibilities

Chairperson: MEN or INEADE

Members: Organizational membership, as determined by the MEN or INEADE

- Level of authority: Technical leadership
- Meetings: frequency of meetings, time commitment – research agenda workshops and working group meetings

*Year 1: up to once a month for the first four months; after that up to once every 2 months;  
Years 2 through 5: up to once a quarter*

- Potential Member Roles
  - Plan research agenda workshops annually
  - Liaise with AT-PNLSen
  - Serve as point persons for every study commissioned with support from AT-PNLSen
  - Develop criteria for quality assurance of commissioned research

Provide quality assurance of commissioned research (those who do not have conflict of interest)

Disseminate research findings and/or provide guidance on where and how to disseminate findings

- Communication: mode; frequency (*email, meeting minutes, updates on status of research*)
- Evaluation/a process used to determine if committee has met its goals  
*Use meetings to review progress of research timeline and action plan*
- Code of conduct
- Conflict/dispute resolution
- Staff support: *research coordinator as focal person; ACR responsible for TA, training, logistics, monitoring, planning, workshops, research, analysis, and assessments related to successful completion.*

## ANNEX D: ANNUAL PLAN OF ACTION FOR RESEARCH

Activity	Responsible Parties	Timeline
<i>*Activities for Year I only are marked with an asterisk.</i>		
<b>PREPARATORY ACTIVITIES</b>		
Review and finalize the AT-PNLSen Research Plan*	MEN (primarily DEE, INEADE, DPRE) AT-PNLSen: Senior Systems Strengthening Specialist, Research Coordinator, AT-PNLSen leadership	January 2017
Establish the Research Subcommittee on Reading*	MEN (under leadership of the <i>Commission Nationale</i> ) AT-PNLSen support: Senior Systems Strengthening Specialist, Research Coordinator, leadership	January – February 2017
Review and finalize the terms of reference for Research Subcommittee on Reading*	MEN AT-PNLSen support: Research Coordinator, leadership	January – February 2017
Establish the contractual mechanism to commission research (indefinite quantity subcontract with multiple holders - IQS)*	AT-PNLSen leadership, demonstrating for and working with the MEN and INEADE	January 2017
Update research map to hone the overall research agenda for reading supported by AT-PNLSen and to finalize the MEN's annual research agenda based on existing research relevant to anticipated studies supported by AT-PNLSen and MEN's policy and practice needs on reading	MEN: Research focal point(s) AT-PNLSen: Research Consultant	Annually around August - September  January 2017 for Year I
Finalize the annual research agenda for reading	MEN: Research focal point(s) AT-PNLSen: Research Coordinator, Research Mapping Consultant, Senior Systems Strengthening Advisor, leadership	Annually around August - September  January 2017 for Year I
Validate the annual research agenda. Update research, policy, practice matrix – and validate as part of the research agenda workshop.	MEN (Research Subcommittee) AT-PNLSen: Research Coordinator, other experts, leadership Other stakeholders: PTF, research institutions, NGOs, etc.	Annually around August - September  February 2017 for Year I
<b>COMMISSION AND CONDUCT RESEARCH</b>		
Establish a short list of pre-approved research partners, including higher education research institutions,	AT-PNLSen leadership, with review by the MEN,	Annually around August – September



research firms, NGOs, and/or other Senegalese and regional research actors, using IQS mechanism		February 2017 for Year I
Draft and validate scopes of work for designing, conducting and reporting research for each individual study to be included in the Request for Task Order Proposals (RFTOP) for that study	MEN: Research focal point for each study  AT-PNLSen: Research advisor assigned to each study, Research Coordinator, leadership	Ongoing from February 2017
Tender and procure research studies, including evaluation of proposals and identification of co-principal investigator or technical advisor	MEN: Research focal point for each study  AT-PNLSen: DCOP, with research advisor assigned to each study, Research Coordinator, technical leadership	Ongoing from February 2017
Conduct research and write up findings and policy recommendations	Awardees for each study; in certain cases, possible co-PI from AT-PNLSen or from the MEN	Ongoing from March 2017
Oversee research on early grade reading conducted by awardees	MEN: Research focal point for each study, Research Subcommittee  AT-PNLSen: Research advisor assigned to each study, Research Coordinator, Senior Systems Strengthening Specialist and Advisor	Ongoing from March 2017
Quality assurance of deliverables	MEN: Research focal point for each study, Research Subcommittee  AT-PNLSen: Research advisor assigned to each study, Research Coordinator, Senior Systems Strengthening Specialist and Advisor, leadership	Ongoing, after commissioning of research
<b>APPLY AND DISSEMINATE RESEARCH FINDINGS</b>		
Disseminate study reports	Research Awardees	Ongoing, after completion of each study

	<p>MEN: Research focal point for each study, Research Subcommittee</p> <p>AT-PNLSen: Research Coordinator, Communications Specialist</p>	
Hold roundtables and policy dialogue	<p>MEN: Research focal point for each study, relevant other technicians and leadership, possible other Policy Subcommittee under the <i>Commission Nationale</i></p> <p>AT-PNLSen: Policy Specialist, subject-matter experts</p>	Ongoing, after completion of each study
Produce policy briefs with options to inform policy, program design, and delivery.	<p>MEN: policy focal points for each topic possible other Policy Subcommittee under the <i>Commission Nationale</i></p> <p>AT-PNLSen: Policy Specialist, subject-matter experts</p>	After completion of each study
Integrate research findings into training guides and other materials.	<p>MEN: members of the <i>Equipe Technique du Modèle Lecture</i> and other relevant working groups</p> <p>AT-PNLSen: relevant technical assistants</p>	After completion of each study